



# PASTORAL SUPPORT LEADER

FIXED TERM TILL JULY 2026

TERM TIME ONLY

## SAFEGUARDING

Harlington School is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. All job offers are provisional until such time as the school has undertaken appropriate safeguarding checks and is satisfied that successful candidates are suitable to work with children and young people.

[WWW.HARLINGTONSCHOOL.CO.UK](http://WWW.HARLINGTONSCHOOL.CO.UK)

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PINKWELL LANE, HAYES, MIDDLESEX, UB3 1PB



# WELCOME FROM THE HEADTEACHER

Welcome prospective colleague, to quite possibly your next role and a life changing experience for both yourself and our students. Thank you for showing an interest in joining our team and working alongside us here at Harlington School. If successful you will be joining a dynamic, diverse and passionately committed team of highly professional staff. All of our staff place our students at the heart of everything we do.

Our vision is to enable each and every one within our school community to 'Be the BEST version of themselves'. Be it ourselves as staff or our students, we believe in being the best in ourselves so that we can bring positive solutions to make the world a better place. In an ever-changing world we aim to keep moving forward and to be part of the positive solutions...

We look after our staff here, using coaching and joint collaboration model for improving professional practice and pedagogy. Middle and senior leaders work hard to support staff with behaviour management to ensure you have the skills and support to teach without interruption. We see professional development for all associate and teaching staff as the foundations of our success. Whatever post you are applying for, you will be incredibly well supported in your professional development to become an outstanding practitioner. We are highly regarded by ITT providers for the quality of training that we offer to colleagues at the beginning of their careers, and for more experienced colleagues, professional development is a key priority; colleagues are frequently promoted after working with us. Associate staff are equally supported to develop their professional practice, with industry 'gold standard' accreditations, and we have a stable staffing with low annual turnover.

Harlington School has a responsibility for, and is committed to, safeguarding and promoting the welfare of students and young people and ensuring that they are protected from harm. All positions are subject to an enhanced DBS check and we take pride in being an equal opportunities employer.

Harlington has undergone significant transformational change over the last few years coupled with significant improvement in progress outcomes and examination results. We are a happy, successful and popular oversubscribed school, with waiting lists in every year group. Much of this has been due to the successful inclusive culture fostered over many years by the staff and students at Harlington.

Our teaching and student facing staff aim to deliver quality first teaching approaches that builds both the keys to successful academic outcomes alongside the stability and resilience to thrive as an independent successful contributing adult. Our associate staff work tirelessly to deliver a professional, outstanding quality of practice with the students at the heart of their work, understanding that regardless of role our priority always remains the safety, wellbeing and improving the life chances of our students. It is these common goals and the ability to see challenges as opportunities rather than barriers that enables our collective and unified response, built over many years of dedication to the students of our Harlington School community.

Where we support, coach and promote successfully from within, we are also in the position to recruit transformational staff who can support, build on and enable our continued growth and change. We look for individuals with the capacity and drive to succeed, see solutions rather than problems, and are glass half full individuals with the ability to recognise that regardless of role, our students are paramount and that they have solutions to enable a better tomorrow.

We work hard, but the rewards are immense. We aim to maintain a work life balance so that in protecting each other we enable us to be at our best professionally and committed in the time we are here. We have a supportive culture where staff wellbeing is augmented by our commitment in constant improvement to keep moving forward.

We welcome contact prior to application (email [recruitment@harlingtonschool.org](mailto:recruitment@harlingtonschool.org)) – please contact HR if you would like to see us in action, and we'll do our best. I would like to wish you every success in your future career and look forward to receiving your application if you choose to apply for this position.

Yours sincerely,

Mr A D'Onofrio  
Headteacher



# THE ROLE

## PASTORAL SUPPORT LEADER

### SALARY: TBC

### DAYS AND HOURS:

This is a term time, fixed term role until July 2026. The post holder is employed for 39 weeks per year, which includes 5 training days. Full details of employment hours are contained in the contract, but the main working hours are 8am – 4pm which includes 1-hour unpaid break. The Post holder will also be expected to attend occasional after school events such as parents' evening if necessary.

### HOLIDAY

As this is a term time only position, holidays occur during the published holiday periods of the school. Time in lieu must be negotiated in advance with the line manager.

### ROLE:

Harlington is a happy, successful and oversubscribed school, where staff retention rates are excellent. We are a dynamic and passionate team of associate and teaching staff, who put the students in our Harlington family at the heart of everything we do. We employ colleagues who have a passion for working in a diverse, multicultural school.

### LINE OF RESPONSIBILITY:

The Pastoral Support Leader is directly responsible to the Senior Pastoral Lead but can and will also be directed through the line management structure for our pastoral, wellbeing and behaviour for learning relationships support.



## APPLY:

Applications are to be made electronically using the school application form available on the website. All enquiries and applications via email only to: [recruitment@harlingtonschool.org](mailto:recruitment@harlingtonschool.org). If you require any further information or wish to discuss this role in more detail please contact HR via the recruitment email.

*We are committed to safeguarding and promoting the welfare of children, and to equality of opportunity. Enhanced DBS clearance will be required. No agency enquiries. CVs alone will not be accepted.*

**CLOSING DATE: THURSDAY 22<sup>ND</sup> JANUARY 2026**

**INTERVIEWS: TBC**

**shortlisting and interviews may take place before closing date for suitable candidates.**

If you have not heard from us within two weeks after the closing date, please consider your application as unsuccessful.

## SELECTION AND INTERVIEW PROCESS

### APPOINTMENT PROCEDURE

The appointment procedure will be based on the following activities:

- Shortlisting based upon skills and experience that meet the person specification and job description
- Suitable references and safeguarding checks occurring prior to, during and after the interview process.
- HR interview
- Interview panel
- Task

Please note that we shall be following up references after shortlisting has taken place. Please ensure that you complete all sections of the application form. Gaps in employment history will be explored with you at interview, and we ask that you bring copies of your qualification certification with you – thank you.



# JOB DESCRIPTION

## JOB PURPOSE:

The Pastoral Support Leader will play a major role, under the direction of the Head of year and senior leadership team, in exercising overall responsibility for the pastoral care, safety, wellbeing and academic progress of a cohort of students within the school, and in doing so to reflect the overall aims and objectives of the school and in implementing appropriate policies and procedures to ensure the achievement of these objectives.

## KEY TASKS AND RESPONSIBILITIES

- The pastoral team is a highly visible team that works collaboratively to support one another and all staff in the pursuit of excellence for every student. The team is expected to be present, proactive and 'out and about' during the school day, prioritising student engagement over office-based work when students are on site.
- All staff share responsibility for developing students' emotional and behavioural self-regulation so that they are fully equipped to take their place in society. This includes the ability to communicate effectively, listen respectfully, and demonstrate a high regard for others at all times. Staff are expected to model exemplary behaviour, engage in restorative practice, and consistently apply the rewards and sanctions outlined in the school's Behaviour Policy.
- A Pastoral Support Leader, acting also as a key family liaison officer, should recognise and embrace both the rewards and challenges of educating adolescents. They must be committed to guiding, mentoring, and supporting young people and their families as they transition towards adulthood. Staff are expected to uphold the highest standards of safeguarding practice and remain fully up to date with statutory guidance to keep children safe from harm. An Assistant Head of Year is central to delivering these aims and ambitions.
- Regular and purposeful contact is to be maintained with parents and carers, including weekly communication where appropriate, to build positive relationships that actively support students' personal development, wellbeing, attendance, and progress at Harlington School.
- To provide targeted attendance support, including conducting home visits where required, working closely with families, attendance teams, and external agencies to remove barriers to attendance and improve punctuality, engagement, and sustained school attendance.
- To ensure supervised learning spaces are well run, appropriately resourced, and calm, purposeful environments. Students placed in these provisions must be supported to engage meaningfully with a suitable curriculum, with clear expectations for learning, behaviour, and reintegration back into mainstream lessons.
- To ensure the school's mentoring provision is of an exceptional standard. This includes overseeing high-quality mentoring relationships, tracking student engagement and progress, evaluating impact, and ensuring mentoring interventions are targeted, purposeful, and demonstrably effective.
- To demonstrate strong conflict resolution skills and confidently manage difficult conversations with parents, carers, students, and staff. This includes using restorative and innovative approaches to manage behaviour, monitor progress, and secure sustainable improvements.
- To support the Head of Year, who holds overall responsibility for the year group, by assisting in the leadership of form tutors and contributing to the oversight and development of pastoral practice across the year team.
- To undertake any other duty or directive deemed necessary by the Headteacher to support student safety, wellbeing, behaviour, attendance, or academic progress.

## JOB PURPOSE

- Establish positive relationships with children and their families.
- Plan, implement and deliver pastoral programmes of integration, support and transition to support safety, wellbeing and attitudes to learning.



- Develop and enhance parental engagement with the school and other agencies. Act as a key liaison between families directing contacting families and being a crucial connection between the School and our connected families.
- Take a holistic approach to education and reflect the importance of emotional well-being as central to the developmental and mental health needs of all children in their daily practice.
- Support parents of children with early signs of social, emotional, health or behavioural issues and work with them, school staff and other support agencies to prevent potential barriers to learning.
- Work with families to develop parenting skills and promote children's positive behaviour/work.
- Assist the Head of Year with setting of sanctions and investigating incidents as per the behaviour for learning policy.
- Support the running and maintenance of our attitudes to behaviour and relationships policies by supporting with duties across seclusion, back on track and on call.
- Ensure opportunities for all families to develop their understanding and knowledge of their child's learning needs and development.
- Encourage good relations and effective communication between families and teachers about children's progress.
- Work alongside teachers, parents and children to support individual children's learning to prevent barriers to learning – working together to set clear and measurable targets to enable engagement and progress. Targets will be reviewed with all stakeholders present at set times.
- Liaise under the direction of the Attendance officer to carry out weekly analysis of attendance data and work with families and teachers to overcome any potential barriers to learning. Connect and be part of the solution for those identified at risk and those identified as persistent absence (currently identified as below 90%) and severely (currently identified as below 50%).
- To carry out wellbeing, emotional and social development to work with the most vulnerable students that we have on roll, providing constancy and consistency, and supporting them in developing the interpersonal skills they need to thrive in the wider world.
- Working within the systems and structures of the school and following agreed protocol and established school policies. And contributing to the overall ethos, work and aims of the school.

## KEY TASKS AND RESPONSIBILITIES

Main duties and responsibilities are indicated below. Other duties of an appropriate level and nature may also be required.

## OPERATIONAL

establish and maintain individualised educational access programmes for referred and identified students' examples including, but not confined to:

- One to one or small group education support, either under the direction of Head of Year, alongside any teaching staff, or independently delivering work provided by faculties or teachers;
- One to one or small group intervention work, including self -directed or self - planned workshops, restorative justice programmes or other intervention work under the direction of the Head of Year;
- Support of students in the year group in Harlington AP or in the mainstream provision;
- Visits and provision of work for students who are in off – site provision;
- Establish and maintain good relationships with all students, parents/carers, colleagues and other professionals;
- Maintain a professional relationship with the students, modelling appropriate ways of communicating at all times;
- Understand and implement the school's behaviour policy and code of conduct including the issuing of rewards and sanctions within the school's policies and procedures.
- Make use of existing assessment and inclusion data to plan and deliver services to identified students.
- Deal with any immediate problems or emergencies according to the school's policies and procedures.
- Report any welfare and/or child protection concerns in accordance with school policies.



- Attend, as directed, meetings with parents/carers and other professionals and provide information at external professional meetings as required. This includes but is not limited to;
  - Weekly contact with an identified group of families.
  - Reviewing and amending action plans to support the student and their family.
  - Liaise with outside agencies, parents/carers, social workers, other schools and organisations, and attend to queries as required;
  - Contact families and carers, and keep them informed of their child's needs and progress to secure their support and involvement, as directed.
  - Receive visitors/callers to the school, for example, parents/carers, professionals from outside agencies, and deal with enquiries as required, maintaining security requirements and confidentiality.
  - Facilitate the sharing of information with all relevant agencies in line with school policies and procedures.
  - Any other identified inclusion, intervention, welfare and support meeting for any child under your care.

## ADMINISTRATIVE

- Ensure that all administrative duties, checks and documentation are completed to the required level of accuracy including returns and reports.
- Input and extract information from other school's database system/s as required.
- Collate information, statistics and prepare reports as required by her/his line manager, and the headteacher.
- Maintain appropriate records and filing systems.
- Deal with correspondence promptly and as required.

## GENERAL

- Plan for and attend meetings with parents/carers and other professionals as required, and open evenings and Achievement Evening by request when required.
- Invigilate school and public examinations and tests as required.
- Assist in escorting students on educational visits and participate in extra-curricular activities as required.
- Attend relevant meetings and training sessions.
- Undertake first aid training, mental health first aid and/ or safeguarding training and responsibilities as required.

## REVIEW OF THE JOB DESCRIPTION

- This job description is intended to provide guidance on the range of duties associated with the post. It is not intended to provide a full and exclusive definition of the post. It may be subject to modification and amendment from time to time and the post-holder may be required to undertake additional duties as required by the Headteacher
- This job description will be reviewed and updated as necessary in July 2024, in consultation with the post-holder and the Headteacher
- Person Responsible: Headteacher

## CONDITIONS OF EMPLOYMENT

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment).
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.



- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder.
- All members of staff are required to participate in the school's appraisal scheme.

## PERSONAL SPECIFICATION

Personal and Interpersonal Qualities – all posts	Essential	Desirable
Be prepared to adopt and support the core values of Harlington School, in order to play your part in providing high quality education and support to our students and other staff colleagues	✓	
Understand, promote and uphold policies for safeguarding children and young people	✓	
Maintaining absolute confidentiality and integrity; being trustworthy and honest.	✓	
Excellent interpersonal and communication skills; a non – judgemental team player	✓	
Positive, 'can do' approach to tasks and workstreams	✓	
Calm and patient; emotionally resilient in challenging situations	✓	
Energetic, enthusiastic and good attendance and punctuality.	✓	
Professional in attitude, conduct and appearance – a role model to young people	✓	
Planned and organised approach to workload	✓	
Excellent written and verbal communication skills	✓	
Good ICT skills	✓	
Thinking laterally and open to new ideas and approaches	✓	
Committed to professional training and development	✓	
Committed to equality and diversity	✓	

Qualifications, and Experience - Curriculum Leader	Essential	Desirable
A continued commitment to, and evidence of, ongoing professional development.	✓	
Understanding of child-safeguarding issues and successful measures that promote and ensure the safe-guarding of children	✓	
Knowledge of current pastoral, adolescent mental health guidance and developments	✓	
Excellent progress and attainment measures for own classes	✓	
Experience of middle leadership responsibilities, including quality assurance processes		✓
Experience of more than one school or academy		✓
Leadership and Management experience in a pastoral setting		✓

**Knowledge, Skills & Understanding Relevant to the Job**

**Set high expectations and inspire, motivate and challenge all staff and students, in the year group by:**

- Establishing a safe and stimulating environment for students, rooted in mutual respect.
- Setting goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- Demonstrating consistently, the positive attitudes, values and behaviour which are expected of students.

**Promote good progress and outcomes by students in the year group by ensuring that the team are**

- Accountable for students' attainment, progress and outcomes.
- Aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
- Guiding students to reflect on the progress they have made and their emerging needs.
- Encouraging students to take a responsible and conscientious attitude to their own work and study.
- Demonstrating knowledge and understanding of how students learn, the factors that may present as barriers to engagement and how this impact on teaching and learning.

**Manage behaviour effectively in the year group to ensure a good and safe learning environment by:**

- Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Managing classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- Maintaining good relationships with students, exercising appropriate authority, and acting decisively when necessary.

**Fulfil wider professional responsibilities by:**

- Making a positive contribution to the wider life and ethos of the school.
- Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Communicating effectively with parents with regard to students' achievements and well-being.
- Deploying support staff effectively.
- Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.



# SCHOOL BACKGROUND INFORMATION

Harlington School is a large school in the southernmost part of the London Borough of Hillingdon. After a period of very high student mobility, the school is now successful and oversubscribed.

We are a Foundation, mixed ability comprehensive school, with a small Specialist Resource Provision for children with Physical and Sensory Disabilities. The School has been in the top quintile nationally for FSME6, EAL and mobility for a number of years, but since 2016, we have moved nearer to the national average for deprivation, although we are still in the 4th quintile. Prior attainment on entry is below the national average in all year groups, but the number of highly able students is increasing year on year. Our staff and students are passionate, friendly and diverse, hailing from across the globe. More than 60 languages are spoken at the school, and we are renowned for our inclusive, supportive culture. Our admissions policy includes priority placement for the children of staff. Currently we employ approximately 162 staff, including teachers, associate staff and apprentices. We also host up to 20 Beginner Teachers every year, from a number of ITT providers including the Hillingdon SCITT, a number of universities and we also train colleagues from Teach First.

The school has a number of links with other schools, and external accreditations. We are an IQM Flagship School, an Arts Mark Gold School and are pleased to be in receipt of the Schools' Wellbeing Award. In September 2018 and we were featured in the Parliamentary Review:

<https://www.theparliamentaryreview.co.uk/organisations/harlington-school>

In our most recent Ofsted Section 8 inspection in October 2024, the school was judged as continuing to be Good.

<https://reports.ofsted.gov.uk/provider/23/102451>

## NEW TO THE TEACHING PROFESSION?

Your training and development needs are fully supported in your ECT years and beyond. We have a full-time professional tutor in addition to your faculty mentor, to guide and support you and there is a weekly ECT training programme in addition to other professional development programmes. Loadings are reduced, and we give you a classroom that is located near to more experienced staff in the faculty. Wherever possible we look at not only the number of periods you teach but also the number of classes that you are responsible for, in your first year.

We actively promote collaborative and reflective practice, and support colleagues who are new to the profession in developing positive relationships and effective behaviour management strategies, as well as developing effective techniques to reduce workload. We know that the first couple of years in the profession are hard work as you develop your craft, and we encourage you to share in your successes, but also not be afraid to ask for help if you need it.

We offer the opportunity of paid employment for the last three weeks of the summer term prior to September contracts commencement.

## TEACHING STAFF: LEARNING, ASSESSMENT AND PROFESSIONAL DEVELOPMENT

Teaching is good at Harlington as a result of a whole school commitment to continual discussion and improvement of the teaching craft. We have reduced teacher loadings for many teachers to create a weekly Joint Planning Time for subject areas during the school day, and we have used our training day provision to create regular Teacher Development meeting slots after school. We have a Teaching Team comprising of Lead Practitioners and a Professional Tutor who are highly regarded for their support and CPD programmes for all staff. Staff who are relatively new to the profession are given time, energy and care to support their training. We very rarely ask teachers to teach outside of their specialism, and we are investing heavily in developing a trust based, coaching model. As a result, teaching quality has further strengthened since Ofsted judged it to be good in 2018, and this was reconfirmed in the recent 2024 Section 8 visit. We are highly regarded by Teach First and a number of universities, who place large numbers of Beginner Teachers on placement with us. Staff are encouraged and supported to gain additional qualifications, and we currently have staff undertaking National Professional teaching accreditations, as well as Lead Practitioner and Masters' Degrees. There are 'step up' programmes for emerging middle and senior leaders, and coaching



opportunities for the Middle and Senior Leadership Team. Preparation for Headship is established, with 4 colleagues either undergoing or have completed NPQH, the 'Head for a Day' Programme.

We are developing our virtual learning platform, migrating to Microsoft Teams this year for student communications, remote learning and pedagogy to provide a wider range of curriculum resources to students. We are actively moving away from 'marking' to 'feedback', and developing best practice in moderating students' work when evaluating progress.

## ASSOCIATE STAFF: ETHOS, VALUES AND PROFESSIONAL DEVELOPMENT

Associate staff are expected to be committed to supporting and educating young people, whether or not their job involves working directly with the students. Everything that we do is to provide a high-quality educational experience for our students. Associate staff are encouraged to develop their own professional development and have equal access to the staff development budget. We are currently supporting entry level and higher-level apprenticeships in finance and learning support, and we have a great track record in supporting staff into teacher training from a learning support assistant background. Industry accreditations such as CLEAPPS and HAS training is also encouraged and supported.

## HOW TO FIND US

Harlington School is situated at the southern end of the London Borough of Hillingdon, near the M4 and Heathrow Airport. We have good access to London to our east by road, rail and underground. There is also easy access to the countryside of Berkshire,

Buckinghamshire and Hertfordshire via the M4 and M45

**BY BUS**  
U4 Uxbridge – Prologis Park via Hayes & Harlington Station.

**BY RAIL**  
Hayes & Harlington Station from Paddington, Ealing, Reading and Slough.

**BY CAR**  
Exit M4 Junction 4, Following signs towards Hayes. If you wish to use your Sat Nav to find us, postcode UB3 1PB. Please park in the car park accessed from Dudley Place.

